

SCHOOL INFORMATION

District: Lincoln Park Public Schools

School Name: Lincoln Park High School

Address: 1701 Champaign Lincoln Park, MI 48146

School Code: 02207

REFORM MODEL SELECTED: PLEASE READ EACH MODEL DESCRIPTOR AND THEN SELECT ONE.

- ☒ **Transformation** – The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.
- ☐ **Turnaround** - The Turnaround Model includes among other actions; replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.
- ☐ **Restart** – The Restart Model closes the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.
- ☐ **Closure** – The Closure Model would close the low-achieving school and enroll the students who attended that school in other high-achieving schools in the district.

-DIRECTIONS-

FIRST TIME SUBMISSIONS: If you are submitting a reform/redesign plan for the first time please complete page 2 and then proceed to the following pages to complete your plan:

Transformation Model:	Your plan will start on page 4
Turnaround Model:	Your plan will start on page 6
Restart Model:	Your plan will start on page 8
Closure Model:	Your plan will start on page 11

REVISIONS ONLY: If you are submitting revisions, please place an X indicating whether it is the first or second revision:

REVISION: ☐ 1 ☐ 2

All revisions must be submitted in a different, **BOLD** font, and clearly identified in the table of contents. Only submit the section(s) you want to revise.

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

For additional help, please contact the State Reform Office at 517-335-2741.

-TABLE OF CONTENTS-

A. TRANSFORMATION MODEL COMPONENTS

- DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 03
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- INCREASED LEARNING TIME AND COMMUNITY ORIENTED SCHOOLS Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

B. TURNAROUND MODEL COMPONENTS

- DEVELOP INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 05
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

C. RESTART MODEL COMPONENTS

- DISTRICT LEVEL PRE WORK NARRATIVE Page 07
- COMMUNITY ASSESSMENT Page
- STUDENT POPULATION Page
- EDUCATIONAL PROGRAM Page
- STUDENT RECRUITMENT AND COMMUNITY INVOLVEMENT Page

D. SCHOOL CLOSURE

- ESTABLISH POLICY Page 10
- PROCEDURES AND DECISION CRITERIA Page
- OPERATE TRANSPARENTLY Page
- ORDERLY TRANSITION OF STUDENTS AND STAFF Page

E. APPENDIX

- Appendix A: LEADER AND TEACHER EVALUATION Page
- Appendix B: PROFESSIONAL DEVELOPMENT CALENDAR Page
- Appendix C: EXECUTED ADDENDUM THAT SUPPORTS IMPLEMENTATION OF THE SCHOOL REFORM MODEL Page

THE TRANSFORMATION MODEL STARTS HERE:

Descriptor: The **Transformation Model** addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

Directions: The following items are required elements of the **Transformation Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)
The current principal (Terry Dangerfield) has been in place for only 1 year. (Appendix C) In the early summer of 2010, the Lincoln Park School district became aware that LPHS was on the PLA watch list. The district made a choice to fill the principal vacancy with an individual that would lead the LPHS staff to higher student achievement. The principal has experience in secondary instruction and served as the catalyst for the turnaround of one of the district's elementary schools while serving as the building principal. Under his leadership this school was nationally recognized for its implementation of the PBS program which resulted in increased instruction, less disruption, and higher test scores. He removed staff members that were ineffective and has demonstrated strong leadership in developing a SI plan. This elementary school was the first to be approved as a school wide Title I building under the new guidelines imposed by the federal government. The principal was chosen to lead LPHS because of his successful leadership and his secondary teaching experience in the building. Since coming to LPHS in August 2010, he has implemented several programs and made many changes. Some of these initiatives include: setting a class visit schedule for all administrators; increasing consequences and relationship with police department to reduce the high level of fights and conflict that were occurring; instituting a new hall pass policy to increase student presence in classrooms; addition of intervention team to provide assistance to students in the areas of attendance, discipline, and relationships; addition of academic assistants, and an at-risk math and ELA teacher to supplement the core instruction for at-risk students; addition of an incentive plan for juniors and seniors taking the MME; addition of a school wide incentive plan to increase positive behavior; he has worked with administration and the academic departments to align the curriculum with the common core state standards; and the policy change of the district's graduation requirements to increase the availability of graduation for at-risk students. We are

very confident that with the changes he has brought to the high school, we will see an increase in student achievement. If the school has not demonstrated improvement as required by the legislation, the principal will be replaced.

2. Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)

The district formed a teacher evaluation team to develop an evaluation tool that meets state requirements. Teachers, union, and administration were represented on this team. The tool developed recognizes the importance of student achievement. The teachers are given the rubric used for evaluation purposes. Administration was trained by central office to use the tool and it was discussed at a staff meeting to ensure all staff members were clear on the expectations. Testing in the four core academic areas will occur every two weeks. These tests will be spiraled for the purpose of monitoring student growth. The growth data collected from these assessments will serve as a significant part of the evaluation including the 25% requirement for 2013-2014. The scores will be studied by administration and recommendations for IDPs or teacher removal will be made at the end of each term. This may also result in staff and/or program reduction and/or modifications. Administrators are evaluated by the Superintendent. The Superintendent met with each administrator to establish goals for the school year. One of the goals had to address student achievement. These administrator goals will be monitored through data reports throughout the year.

Please attach a copy of the Evaluation Tool in Appendix A of this template.

3. Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes. (Maximum 3750 characters)

Please see Appendix C for more information per the Rubric.

4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

PLAN

- The Transformation Team has developed a professional development program that addresses current instructional issues at LPHS. The team has identified instruction as the area in the most need of improvement. The techniques used prior to the transformation plan are antiquated and are not reaching all students. The professional development plan will focus on instructional techniques that result in bell to bell learning rather than instruction. Examples of these types of techniques

include the flipped classroom model, project based learning, and advances in educational technology. Our professional development will center around these concepts as well as assessments needed to inform future implementation of these techniques. The timeline for this program is available in Appendix B.

- The purpose of this program is to allow staff the opportunity to receive job-embedded training on many initiatives going on concurrently as well as technology training for the 21st century classroom. There will be a three sided approach. The first approach will consist of transitioning from traditional staff meetings to professional development sessions. This will allow for 20 professional development meetings during each school year. These sessions will occur approximately every two weeks and will allow for a more accurate job-embedded delivery. The second approach will be to use the 5 professional development days allotted per the district calendar as in depth training sessions. These days will serve as the introduction or instruction of the new concepts with the bi-weekly PD sessions serving as the training and support. The third approach will consist of using summer time as preparation for the the upcoming school year. This has not been done in the past and this opportunity will provide excellent time for the staff to be trained and improve the new techniques as described in this plan.
- The LPHS staff will receive curricular and instructional coaching from an outside agency such as Wayne RESA, Pearson Corporation, or an equivalent. The LPHS administration will be incorporating the Compass evaluation tool from Pearson. This tool has include PD for administrators. This new tool will help administration monitor and support the PD strategies outlined in this plan.

DIFFERENTIATION FOR SCHOOL PERSONNEL

- The three step approach will allow for the transformation team to differentiate the training to ensure that all staff member's and department's needs are met.
- This increased time will also allow for time to be divided to allow multiple trainings at the same time. This will also help meet the differentiated needs of each staff member.

INTRODUCTION PROGRAM

- All teachers that are in their first few years of teaching will be subjected to a new teacher "training camp." This camp will be administered by LPHS transformation personnel.
- This camp will begin with a thorough training session followed by job-embedded mentoring to support the teacher as they implement the high expectations of our transformation plan.

ALIGNED PROFESSIONAL DEVELOPMENT

- The professional development plan as stated in this section is aligned with identified needs. The most identifiable being that of quality of instruction. These needs were chosen by our transformation team after studying student performance scores, best practices, "next" practices, and teacher evaluations.

STRUCTURE FOR COLLABORATION AND ACTIVE LEARNING

- All PD will have collaboration as a crucial piece of the learning.
- Staff members will be given time to not only learn the concept but also work with other staff members to actively learn how to translate it into high quality student learning.

SCHOOL STAFF AS PART OF PLANNING

- Staff members are included on the transformation team and served an integral role in identifying needs and solutions.
- Staff members input is welcomed and used to shape current and future professional development sessions.

SCHOOL LEADERS ROLE

- The school leaders at LPHS are instructional leaders not managers.
- Feedback to staff members both as a group and individually will be continuous and ongoing with high quality student learning as the goal.

MEASURE PD EFFECTIVENESS IN CLASSROOM

- The Assistant Superintendent and Director of Staff and Student Services will continuously work with the LPHS administration to ensure that all techniques being trained are being directly translated into more effective classroom learning. Changes needed will be addressed in the professional development activities. The district will ensure the implementation of PD in the classroom using a variety of measures including, but not limited to, classroom evaluations, walk-throughs, and student performance.

OPTIONS FOR DOCUMENTING EVIDENCE

- The walkthrough forms will be modified to provide feedback and documentation of the new instructional strategies proposed during professional development.
- The LPHS administration has been provided ipads that will be loaded with the compass application from the Pearson corporation. This application will allow for more thorough walkthrough observations that provide more efficient data and documentation as it relates to instructional practice. This app will also help us monitor the implementation of professional development activities in the classroom. (i.e. flipped classroom, project based learning, etc.)

TIMELINE

Please see attachment in APPENDIX B

SCHOOL CULTURE

- This area has been identified as a need for change. The transformation team and staff at LPHS are committed to improving this environment. It is our goal to provided a clear and well thought out PD plan with emphasis on relevance, job-embedded training points, continuous learning, and collaboration.

- With the implementation of our professional development plan, we will begin to build an environment in which true professional development is respected and interwoven within the cultural fabric of LPHS.
- LPHS will begin to implement a professional learning community (PLC) with the intention of valued collaboration and purposeful learning. This PLC will help staff members share ideas and promote a culture of continuous learning.

CALENDAR

Please see attachment in APPENDIX B

Please attach a copy of the Professional Development calendar into Appendix B

5. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.

(Maximum 3750 characters)

PROMOTION AND CAREER GROWTH

- LPHS will work with the education association and the Lincoln Park School District to develop options that are sustainable for promotion and career growth.

FLEXIBLE WORKING CONDITIONS

- The schedule in this plan is not created in the flexible model. The emphasised goals of our plan as identified by need is that of instruction and increased core time. However, if the flexible option becomes identified as a need, the transformation team will explore this and make these opportunities available to staff members.

RECRUITMENT AND INTERVIEW QUESTIONS

- As stated previously, we will maintain a list of high quality candidates and a pipeline to information systems.
- Interview questions will be developed with instruction, teacher commitment to the transformation plan, turn around experience, "next" practice, and personality contribution to team as the focus.

INDIVIDUAL FOR NEW TEACHERS POSITIONS

- Each new teacher and/or an experienced teacher that has been placed in a new assignment will be placed on an individual professional development plan and assigned a mentor.
- This plan will include the techniques being presented in the school wide professional development plan as well as individual needs that the teacher and administrator have identified. Multiple supports will be put in place to ensure the greatest opportunity for teacher and student success.

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

6. Specify how the school will use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)

DATA USAGE FOR INSTRUCTIONAL PROGRAMS

- Data is at the center of all decisions made at LPHS. Student data has been studied to identify need. Data charts were studied through both the building school improvement team and the transformation team. Department heads have also met with administration to study data and identify targeted areas for improvement. Our instructional programs that have been selected for professional development and school implementation are based upon this data study and are researched based.
- Examples of these programs are the flipped classroom and project based learning. These programs have shown increased student engagement and student growth in many different schools including high schools with similar demographics and economically disadvantaged populations as LPHS.

VERTICAL ALIGNMENT TO STATE STANDARDS

- All instruction is aligned to the Common Core State Standards and Career Readiness Standards. This is documented through the departmental pacing guides and common assessments.
- LPHS has worked with our middle school to provide better alignment for the 8th grade students before they enter high school. Our school district has begun the process of ensuring alignment to the Common Core State Standards at the younger grade levels.

7. Describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

STUDENT DATA PLAN

- Student data from all available sources, including student achievement and behavior, will be studied routinely through data meetings to help inform and shape instruction, professional development, and collaboration topics.

NON STATE ASSESSMENTS

- Data such as common assessments through our CLASS A system, MI-TRACKER, formative assessments administered by teaching personnel, and failure rates will all be included as a part of the more comprehensive data study. The data provided from these sources in addition to the state assessments, will again contribute to the information used for shaping and developing our instructional programs, professional development plan, and collaboration topics.

TEACHER DATA TRAINING

- All teachers will be provided additional training on the CLASS A and Zangle systems. These two systems allow teachers instant access to many forms of student achievement and behavioral data. All teachers have received this training in years past and are actively using them. However, this training will again be provided to ensure that these tools are being used to the fullest potential.

STANDARDS BASED CLASSROOM ASSESSMENTS

- As a part of our transformation plan, we have included standards based bi-weekly assessments. This data will be used to guide instruction and monitor student growth.

STANDARDS ALIGNED LESSONS

- All lessons, differentiated activities, and assessments are aligned to the standards. This is evident in the teachers lesson plans and the data provided through the CLASS A assessments.

INSTRUCTION IN A VARIETY OF MODES

- Professional development will be provided in flipped classrooms, project based learning, and educational technology. An instructional philosophy with 70% of instruction being best practice (i.e. whole group, small group, teacher directed, student directed, independent work, computer based homework) and 30% being "next" practice (i.e. flipped classroom, projected based learning, etc.) will ensure that students are exposed to a variety of instructional modes.

HOMEWORK PRACTICE

- With the increased usage and implementation of the flipped classroom, homework will now increase parent exposure to instruction. With the development of our instructional videos, parents will now be able to view the instruction piece as delivered by the LPHS teaching staff. This has great potential to increase parent involvement in their student's education and homework activities.
- LPHS also uses a Zangle tool called Parent Connect. This tool helps provide real time communication to parents about their student's attendance and academics. All parents are provided secure access through the internet.

EFFECTIVE CLASSROOM MANAGEMENT

- Effective classroom management is at the core of any quality classroom instruction and learning.
- Our teaching staff are provided supports to help them improve classroom management such as conferences, workshops, or mentoring.
- With the implementation of our professional development plan, we will experience an increase in collaborative time. This will provide opportunities for our teaching staff to discuss methods and work together to implement high quality management strategies in every classroom.

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

8. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year (Specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers. (Maximum 3750 characters)

Please see APPENDIX C for a detailed plan on increased learning time.

Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

9. Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement. (Maximum 3750 characters)

The staff has created a number of opportunities for community and parent involvement including: a parent orientation, Coffee with the Principal, and parental informational workshops. In addition to these, LPHS utilizes the following programs:

- Teleparent information system
- Informational brochures
- Parent Connect
- Town Hall Meetings
- Our Parent Teacher Student Association has been an integral part in aiding school programs. They not only donate their time but raise money for projects that increase community involvement.
- Our Student Council promotes a community blood drive, dances, school pride and the opportunity for students to be leaders.
- Our National Honor Society provides service opportunities that benefit our school and community.
- Our school marquee keeps parents informed about school events.
- Our school and district websites keep students and parents apprised of all school events past and present including information and pictures. It also includes school hours, teacher email addresses and lunch menus.
- The Railsplitter is a class offered to students to write and distribute a school newspaper to keep students and the community informed of our school events

The LPHS school improvement team will collect sign in sheets for attendance at community involvement activities and conduct surveys for evaluation. We will look for increased attendance and responses to surveys as data to show effectiveness.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

- 10 Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. (Maximum 3750 characters)

The Administrators at Central Office (Superintendent, Assistant Superintendent, Director of Staff and Student Services and Chief Financial Officer) and the Board of Education understand the need for support of these interventions, and have granted the high school flexibility in time, budget and staffing. Additionally, the local unions have been cooperative in this initiative. To this end: additional time has been added

to the school day and school year; the hiring of new or additional staff will have interviews conducted by transformation team members from the school; the transformation team will approve and monitor spending; at the building level, staff members who have not increased student achievement will be placed on an IDP, which includes a formal evaluation and a plan for improvement that includes frequent monitoring. Specifically, the evaluations will now include all staff and evaluations will occur more frequently for those staff members who need additional support. Teachers that are on IDP's before the implementation of the transformation plan and that are not showing student growth or high levels of student achievement will be removed from the high school.

EXAMINATION OF POLICIES

- All current state and district policies have been reviewed to eliminate obstacles from the implementation of this transformation plan. A thorough memo of understanding between LPHS and the Lincoln Park Education Association has been established.

SHARED RESPONSIBILITY

- LPHS and the Lincoln Park School District understand the need for shared responsibility. By granting operational flexibility to the high school, central office has allowed the responsibility of school improvement to move away from a centrally located and controlled model to one that is built upon a relationship with the staff of LPHS. Local decisions from within the building will guide our transformation plan while receiving support and assistance from central office.

PERFORMANCE OBJECTIVES

- LPHS will begin steady achievement growth in all academic, behavioral, and graduation data. We will reach 80 percent proficiency in MME tested subject areas at the conclusion of a 5 year period.

RESOURCE ALLOCATION

- All resources including money, time, and human resources have been provided to sufficiently implement the transformation plan. If more resources become required or available they will be directed towards LPHS.

TURNAROUND OFFICE

- The development of such an office will be considered and implemented as deemed appropriate

UNION WAIVERS

- LPHS and the Lincoln Park Education Association have negotiated a memo of understanding that will eliminate all contractual obstacles that may have impeded the implementation and success of the transformation plan.

- 11 Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department

of Education, or other designated external partners or organizations. (Maximum 3750 characters.)

PLAN

LPHS will receive ongoing technical assistance from the central office administration and board of education with full support from Wayne County RESA. Evaluation of services from RESA will be discussed and monitored. Central office and school administration will meet to review data from classroom walk-throughs, evaluations and student data. Surveys from teachers reporting the effectiveness and amount of support regarding curriculum and professional assistance will be conducted. Through department meetings the provider's services will be documented. Student growth will be a major factor in the evaluation of the external provider.

TECHINICAL ASSISTANCE

- LPHS will seek outside assistance from our ISD Wayne Resa as well as external providers such as Pearson or its equivalent.
- We are using the state vendor list as well as experience from our middle school (2010 PLA list) to help us identify providers of technical assistance. This may include requests for proposals and detailed information on their plan structure.
- The selection criteria for such a provider will be available for review upon request.
- Negotiations with any proposed provider will be done to ensure fiscal responsibility as a result of the district's current budget forecast.

DISTRICT TRANSFORMATION TEAM

- The district has appointed a transformation team.

STAKEHOLDER COMMUNICATION

- Team members have and continue to develop a course of action for communicating the transformation plan.
- This information will be communicated at all stages of plan development and implementation.

TEAM AND DISTRICT CAPACITY ASSESSMENT

- The team and district have been assessed to decide if available content, skills, and other capacity are sufficient. It was determined that because of recent aggressive attention to student achievement including professional development opportunities and experience, the Lincoln Park School District and the resulting transformation team have the skills needed to carry forth the development and implementation of this plan.

TEAM INFORMATION FOR RAPID IMPROVEMENT

- Continuous research as well as communication are made to and by team members. It is because of this information that we have and will continue to develop a plan that impacts student growth in a rapid and significant way.

LEAD TRANSFORMATION PARTNER

- The Lincoln Park School District has designated Cheryl Irving, Assistant Superintendent, as the lead internal partner for LPHS.

BUILDING AND DISTRICT LEADER

- Mr. Terry Dangerfield, LPHS building Principal, will lead the efforts inside of LPHS.
- Mrs. Cheryl Irving, Assistant Superintendent, will lead the transformation effort at the district level.

**TRANSFORMATION SCHOOLS WILL STOP HERE.
MAKE SURE TO UPDATE APPENDIXES A-C**

THE TURNAROUND MODEL STARTS HERE:

Descriptor: The **Turnaround Model** includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

Directions: The following items are required elements of the **Turnaround Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement or increase graduation rates. (Maximum 3750 characters)

2. Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school. (Maximum 3750 characters)

Please attach a copy of the adopted competency tool or the evaluation tools that includes a significant connection with student growth in Appendix A of this template.

3. Specify how the school will screen all existing staff and rehire no more than 50 percent. (Maximum 3750 characters)
4. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

5. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

Please attach a copy of the Professional Development calendar into Appendix B

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)
7. Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)
8. Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

9. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers? (Maximum 6250 characters)

Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

10. Detail how the school will provide appropriate social, emotional and community services that support students. (Maximum 3750 characters)

**TURNAROUND SCHOOLS WILL STOP HERE.
MAKE SURE TO UPDATE APPENDIXES A, B AND C**

THE RESTART MODEL STARTS HERE:

Descriptor: The **Restart Model** School is when districts close the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

Directions: The following items are required elements of the **Restart Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

III. RESTART MODEL COMPONENTS

PART A: District Narrative

1. Explain how the district will engage parents and community members to discuss the charter school option, including the parameters of converting a school to charter status. (Maximum 2500 characters)
2. Specify how the district will research and prioritize Charter Management Organizations (CMOs) that may address district needs. (Maximum 2500 characters)
3. Describe how the district will develop and use a rigorous selection process to identify charter school applicants. (Maximum 2500 characters)
4. Detail how the district will develop a databank of individuals interested in serving on charter school boards. (Maximum 2500 characters)
5. Describe how the district will clearly articulate the autonomy to be provided to newly formed charter schools. (Maximum 2500 characters)
6. Specify how the district will develop a set of non-negotiable performance benchmarks to serve as the basis for holding and sustaining a charter. (Maximum 2500 characters)

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)

2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)
3. Provide measurable or quantitative evidence that the community recognizes the need for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

4. Detail the proposed grade levels and range of ages of students to be served, along with plans for future growth. Detail the proposed charter school's anticipated enrollment in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve in each year. (Maximum 2500 characters)
5. Identify the demographic makeup of the proposed population and where these students are most likely being educated currently. Estimate the percentage of students the proposed charter school expects to qualify for federal free and reduced lunch subsidies. (Maximum 2500 characters)
6. List and describe the existing schools in the area (public, private and parochial) serving the community, and detail the competitive advantages that will set the proposed charter school apart and attract students. (Maximum 2500 characters)
7. Show how your plan has been shaped by the developmental and learning needs of students to be served. (Maximum 2500 characters)

Part D: EDUCATIONAL PROGRAM

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)
9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)
10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)

11. Provide an overview of the instructional design and program to be emphasized by the school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)
12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)
13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)
14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

15. Briefly describe the proposed charter school's advertising and recruitment plans, and provide an outline of the planned policy and procedures for enrollment and how the proposed school will meet state and federal requirements for open enrollment. Indicate if the proposed school plans to enter into any matriculation agreements for the purpose of providing enrollment priority to student applicants for enrollment. (Maximum 2500 characters)
16. Describe any early intervention and/or other retention strategies which will be employed to maximize the number of students who remain enrolled year-to-year, and to ensure equal access for all. (Maximum 2500 characters)
17. Describe proposed methods for involving parents and community members in the design of the school and the education of enrolled students. Describe parent involvement in the design and development process to date. (Maximum 3750 characters)

RESTART SCHOOLS WILL STOP HERE.

IV. CLOSURE MODEL COMPONENTS

Directions: The following items are required elements of the Turnaround Model. Write a concise, cohesive and comprehensive description after each requirement discussing how the requirement will be implemented in your school. Each description should also identify who is responsible for implementation and when implementation will take place.

PART A: ESTABLISH POLICY

1. Describe how closing a low-achieving school contributes to the larger district reform effort? Describe the extent to which current (or past) school interventions have failed to improved school performance and detail the strategies used to increase student performance and why they failed. (Maximum 6250 characters)

PART B: ESTABLISH CLEAR PROCEDURES AND DECISION CRITERIA FOR CLOSING SCHOOLS

2. Identify the key stakeholders; including parents, teachers, the community and business leaders that were involved in developing the criteria for closing schools Describe how the criteria and data is used to assess school performance, such as achievement, attendance and enrollment. (Maximum 6250 characters)

PART C: OPERATE TRANSPARENTLY

3. Describe how the decision to close the school will be communicated to the students, staff, parents and the general community. Provide any protocols or speaking scripts that might be used. (Maximum 3750 characters)

PART D: PLAN FOR THE ORDERLY TRANSITION OF STUDENTS AND STAFF

4. Detail your transition plan for students and staff and the final closing of the school building. (Maximum 12500 characters)

CLOSURE SCHOOL MODELS WILL STOP HERE.



APPENDIX A
COPY AND PASTE YOUR:

Copy of Leader and Teacher Evaluation Tool (for Transformation Schools)
Or
Copy of Adopted Competencies Tool (for Turnaround Schools)
(unlimited characters)

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

APPENDIX C
COPY AND PASTE YOUR:

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or
Executed Addendum to Support the Implementation of the Reform Model
(Maximum 6250 characters)